

# Internal District Review Report

**Name of Institution**

**Reviewed:** Greenup County School District

**Date:** February 8 – February 10, 2015

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## Introduction

The KDE Internal School Review is designed to:

- provide feedback to Priority Schools regarding the progress on improving student performance during the preceding two years based on Kentucky assessment and accountability data
- inform continuous improvement processes leading to higher levels of student achievement as well as ongoing improvement in the conditions that support learning

The report reflects the team's analysis of AdvancED Standard 3, Teaching and Assessing for Learning. Findings are supported by:

- review of the 2012-2013 Leadership Assessment report
- examination of an array of student performance data
- Self-Assessment, Executive Summary and other diagnostics completed in ASSIST during the fall of 2014
- school and classroom observations using the Effective Learning Environment Observation Tool (ELEOT)
- review of documents and artifacts
- examination of ASSIST stakeholder survey data collected in the fall of 2014
- principal and stakeholder interviews

The report includes:

- an overall rating for Standard 3
- a rating for each indicator
- listing of evidence examined to determine the rating
- Powerful Practices (level 4) and Improvement Priorities (level 1 or 2) also include narrative explanations or rationale based on data and information gathered or examined by the team

## Standard 3: Teaching and Assessing for Learning

<b>Standard 3: The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.</b>	District Rating for Standard 3  <b>3.08</b>	Team Rating for Standard 3  <b>2.25</b>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	District Rating 3	Team Rating 2
<b>3.1</b>	<p><b>The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.</b></p> <p><b>Level 4</b> Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.</p> <p><b>Level 3</b> Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.</p> <p><b>Level 2</b> Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident.</p> <p><b>Level 1</b> Curriculum and learning experiences in each course/class provide few or no students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is no evidence to indicate how successful students will be at the next level. Like courses/classes do not always have the same learning expectations. No individualization for students is evident.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	District Rating 3	Team Rating 2
<b>3.2</b>	<p><b>Curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.</b></p> <p><b>Level 4</b> Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment</p>		

	<p>to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.</p> <p><b>Level 3</b> Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.</p> <p><b>Level 2</b> School personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised.</p> <p>There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.</p> <p><b>Level 1</b> School personnel rarely or never monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment or alignment with the school's goals for achievement and instruction and statement of purpose. No process exists to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is little or no evidence that the continuous improvement process is connected with vertical and horizontal alignment or alignment with the school's purpose in curriculum, instruction, and assessment.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	District Rating 3	Team Rating 2
3.3	<p><b>Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.</b></p> <p><b>Level 4</b> Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p> <p><b>Level 3</b> Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p> <p><b>Level 2</b> Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p>		

	<p><b>Level 1</b> Teachers rarely or never use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers seldom or never personalize instructional strategies. Teachers rarely or never use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	District Rating 3	Team Rating 2
3.4	<p><b>School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.</b></p> <p><b>Level 4</b> School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p> <p><b>Level 3</b> School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p> <p><b>Level 2</b> School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p> <p><b>Level 1</b> School leaders occasionally or randomly monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	District Rating 3	Team Rating 3
3.5	<p><b>Teachers participate in collaborative learning communities to improve instruction and student learning.</b></p> <p><b>Level 4</b> All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.</p> <p><b>Level 3</b> All members of the school staff participate in collaborative learning communities that meet</p>		

	<p>both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.</p> <p><b>Level 2</b> Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.</p> <p><b>Level 1</b> Collaborative learning communities randomly self-organize and meet informally. Collaboration seldom occurs across grade levels and content areas. Staff members rarely discuss student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching rarely occur among school personnel. School personnel see little value in collaborative learning communities.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	District Rating 3	Team Rating 2
3.6	<p><b>Teachers implement the school's instructional process in support of student learning.</b></p> <p><b>Level 4</b> All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.</p> <p><b>Level 3</b> All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.</p> <p><b>Level 2</b> Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.</p> <p><b>Level 1</b> Few teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are rarely provided to guide and inform students. The process includes limited measures to inform the ongoing modification of instruction. The process provides students with minimal feedback of little value about their learning.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	District Rating 3	Team Rating 3
3.7	<p><b>Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.</b></p>		

	<p><b>Level 4</b> All school personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.</p> <p><b>Level 3</b> School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.</p> <p><b>Level 2</b> Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.</p> <p><b>Level 1</b> Few or no school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. Limited or no expectations for school personnel are included.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	District Rating 3	Team Rating 2
3.8	<p><b>The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.</b></p> <p><b>Level 4</b> Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.</p> <p><b>Level 3</b> Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.</p> <p><b>Level 2</b> Programs that engage families in their children's education are available. School personnel provide information about children's learning.</p> <p><b>Level 1</b> Few or no programs that engage families in their children's education are available. School personnel provide little relevant information about children's learning.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	District Rating 4	Team Rating 2
3.9	<p><b>The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.</b></p> <p><b>Level 4</b> School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.</p> <p><b>Level 3</b> School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All</p>		

	<p>students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.</p> <p><b>Level 2</b> School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.</p> <p><b>Level 1</b> Few or no opportunities exist for school personnel to build long-term interaction with individual students. Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills, and life skills.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	District Rating 3	Team Rating 2
3.10	<p><b>Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.</b></p> <p><b>Level 4</b> All teachers consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.</p> <p><b>Level 3</b> Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.</p> <p><b>Level 2</b> Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.</p> <p><b>Level 1</b> Few or no teachers use common grading and reporting policies, processes, and procedures. Policies, processes, and procedures, if they exist, are rarely implemented across grade levels or courses, and may not be well understood by stakeholders. No process for evaluation of grading and reporting practices is evident.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	District Rating 3	Team Rating 3
3.11	<p><b>All staff members participate in a continuous program of professional learning.</b></p> <p><b>Level 4</b> All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically</p>		



	<p>evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.</p> <p><b>Level 3</b> All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.</p> <p><b>Level 2</b> Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.</p> <p><b>Level 1</b> Few or no staff members participate in professional learning. Professional development, when available, may or may not address the needs of the school or build capacity among staff members. If a program exists, it is rarely and/or randomly evaluated.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	District Rating 3	Team Rating 2
3.12	<p><b>The school provides and coordinates learning support services to meet the unique learning needs of students.</b></p> <p><b>Level 4</b> School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.</p> <p><b>Level 3</b> School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.</p> <p><b>Level 2</b> School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.</p> <p><b>Level 1</b> School personnel identify special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel provide or coordinate some learning support services to students within these special populations.</p>		

## Teaching and Learning Impact

The impact of teaching and learning on student achievement is the primary expectation of every institution. The relationship between teacher and learner must be productive and effective for student success. The impact of teaching and learning includes an analysis of student performance results; instructional quality; learner and family engagement; support services for student learning; curriculum quality and efficacy; and college and career readiness data. All key indicators of an institution's performance demonstrate an impact on teaching and learning.

### School and Student Performance Results

#### Annual Measurable Objective (AMO)

Year	Prior Year Overall Score	AMO Goal	Overall Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
<b>2013-2014</b>	63.2	64.2	71.9	Yes	Yes	Yes
<b>2012-2013</b>	53.1	54.1	58.3	Yes	Yes	No

#### Percentages of Students Scoring at Proficient/Distinguished (P/D) Levels on the K-PREP End-of-Course Assessments at the School and in the State (2011-2012, 2012-2013, 2013-2014)

Content Area	%P/D School (11-12)	%P/D State (11-12)	%P/D School (12-13)	%P/D State (12-13)	%P/D School (13-14)	%P/D State (13-14)
<b>English II</b>	38.9	52.2	47.1	55.8	50.7	55.4
<b>Algebra II</b>	37.9	40.0	9.9	36.0	39.8	37.9
<b>Biology</b>	23.5	30.3	28.4	36.3	27.0	39.8
<b>U.S. History</b>	40.8	39.5	42.9	51.3	58.7	58.0
<b>Writing</b>	26.1	43.9	37.6	48.2	33.3	43.3
<b>Language Mech.</b>	39.2	50.7	46.7	51.4	43.4	49.9

#### Average Score on PLAN, Grade 10, at the School and in the State (2011-2012, 2012-2013, 2013-2014)

Content Area	Avg. Score School (11-12)	Avg. Score State (11-12)	Avg. Score School (12-13)	Avg. Score State (12-13)	Avg. Score School (13-14)	Avg. Score State (13-14)
<b>English</b>	15.3	16.1	16.2	16.6	15.1	16.5
<b>Math</b>	15.9	16.8	16.3	17.1	15.9	16.9
<b>Reading</b>	15.6	16.6	16.4	16.8	15.9	16.7
<b>Science</b>	17.2	17.9	17.7	18.1	17.3	18.1
<b>Composite</b>	16.2	17.0	16.7	17.3	16.2	17.2

**Average Score on ACT, Grade 11, at the School and in the State (2011-2012, 2012-2013, 2013-2014)**

Content Area	Avg. Score School (11-12)	Avg. Score State (11-12)	Avg. Score School (12-13)	Avg. Score State (12-13)	Avg. Score School (13-14)	Avg. Score State (13-14)
English	17.3	18.4	16.6	18.4	17.7	18.7
Math	17.8	18.8	17.6	18.9	18.1	19.2
Reading	18.4	19.0	17.9	19.4	18.7	19.6
Science	17.9	19.1	18.2	19.5	19.1	19.6
Composite	18.0	19.0	17.7	19.2	18.5	19.4

**School Achievement of Proficiency and Gap Delivery Targets, 2013-2014**

Tested Area (2013-2014)	Proficiency Delivery Target for % P/D	Actual Score	Met Target (Yes or No)	Gap Delivery Target for % P/D	Actual Score	Met Target (Yes or No)
Combined Reading & Math	51.0	44.7	No	40.9	32.7	No
Reading	51.9	50.2	No	43.4	36.6	No
Math	50.0	39.2	No	38.3	28.8	No
Science	38.5	27.8	No	34.4	21.6	No
Social Studies	53.3	58.8	Yes	44.8	51.9	Yes
Writing	41.3	32.5	No	33.4	24.3	No

**School Achievement of College and Career Readiness (CCR) and Graduation Rate Delivery Targets (2013-2014)**

Delivery Target Type	Delivery Target (School)	Actual Score (School)	Actual Score (State)	Met Target (Yes or No)
College and Career Readiness	55.6	64.6	62.5	Yes
Graduation Rate	90.0	92.1	87.5	Yes

Program Reviews 2013-2014						
Program Area	Curriculum and Instruction (3 pts possible)	Formative & Summative Assessment (3 pts possible)	Professional Development (3 pts possible)	Administrative/Leadership Support (3 pts possible)	Total Score (12 points possible)	Classification
Arts and Humanities	2.53	2.14	2.00	2.10	8.8	Proficient
Practical Living	2.13	2.33	1.89	0.92	7.3	Needs Improvement
Writing	1.94	2.25	1.89	2.14	8.2	Proficient

## **Summary of School and Student Performance**

### **Plus**

- The school met its AMO, Graduation rate, and Participation rate goals in 2013-14.
- English II and U.S. History EOC (End-of-Course) scores have improved in each of the past three years.
- 2013-14 Algebra II scores exceeded the state average.
- All tested areas on the ACT showed improvement in 2013-14 compared to 2012-13.
- Both Proficiency and Gap Delivery targets were met in social studies in 2013-14.
- The school's CCR (College and Career Readiness) and graduation rates exceeded the state average.

### **Delta**

- Biology, Writing, and Language Mechanics K-PREP scores dropped from 2012-13 to 2013-14.
- English II, Biology, Writing, and Language Mechanics K-PREP scores were lower than the state averages in 2013-14.
- Scores on all tested areas on the PLAN dropped in 2013-14 compared to 2012-13 and were below the state averages.
- The school did not meet Proficiency or Gap Delivery targets in combined reading and math, reading, math, science, or writing.

## **Stakeholder Survey Results**

Indicator	Parent Survey		Student Survey		Staff Survey	
	Question	%agree/strongly agree	Question	%agree/strongly agree	Question	%agree/strongly agree
3.1	10	52.5	10	66.7	26	83.8
3.1	11	58.3	11	44.8	51	89.2
3.1	13	30.9	17	25.6		
3.1	34	65.6	32	60.1		
3.2	21	52.5	17	25.6	16	73.0
3.2					22	83.8
3.3	12	47.5	10	66.7	17	75.7
3.3	13	30.9	16	57.6	18	78.4
3.3	22	77.0	17	25.6	19	86.5
			26	64.4		

3.4					3	82.9
3.4					11	84.6
3.4					12	84.6
3.4					13	79.5
3.5	14	33.8	5	49.6	8	74.4
3.5					24	83.8
3.5					25	73.0
3.6	19	74.1	9	68.6	20	83.8
3.6	21	52.5	18	63.4	21	70.3
3.6			20	58.9	22	83.8
3.7	14	33.8	5	49.6	8	74.4
3.7					30	62.2
3.7					31	56.8
3.8	9	44.1	13	46.8	15	79.5
3.8	15	36.0	21	37.3	34	59.5
3.8	16	25.9			35	75.7
3.8	17	43.9				
3.8	35	37.4				
3.9	20	65.5	14	40.4	28	62.2
3.9						
3.10			22	64.4	9	84.6
3.10					21	70.3
3.10					23	83.8
3.11					32	78.4
3.11					33	67.6
3.12	13	30.9	1	75.7	27	75.7
3.12	23	56.1	17	25.6	29	78.4

## **Summary of Stakeholder Feedback**

### **Plus**

- 83.8% of staff agree/strongly agree with the statement, “In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.”
- 89.2% of staff agree/strongly agree with the statement, “Our school uses data to monitor student readiness and success at the next level.”
- 75.7% of students agree/strongly agree with the statement, “In my school, programs and services are available to help me succeed” which indicates limited agreement.
- 77.0% of parents agree/strongly agree with the statement, “My child has up-to-date computers and other technology to learn” which indicates limited agreement.
- 74.1% of parents agree/strongly agree with the statement, “My child knows the expectations for learning in all classes” which indicates limited agreement.

### **Delta**

- 63.4% of students agree/strongly agree with the statement, “All of my teachers explain their expectations for learning and behavior so that I can be successful.”
- 25.6% of students agree/strongly agree with the statement, “All of my teachers change their teaching to meet my learning needs.”
- 40.4% of students agree/strongly agree with the statement, “My school makes sure there is at least one adult who knows me well and shows interest in my education and future.”
- 25.9% of parents agree/strongly agree with the statement, “All of my child’s teachers keep me informed regularly of how my child is being graded.”
- 56.8% of staff agree/strongly agree with the statement, “In our school, a formal process is in place to support new staff members in their professional practice.”
- 59.5% of staff agree/strongly agree with the statement, “In our school, all school personnel regularly engage families in their children’s learning progress.”
- 62.2% of staff agree/strongly agree with the statement, “In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student’s educational experience.”

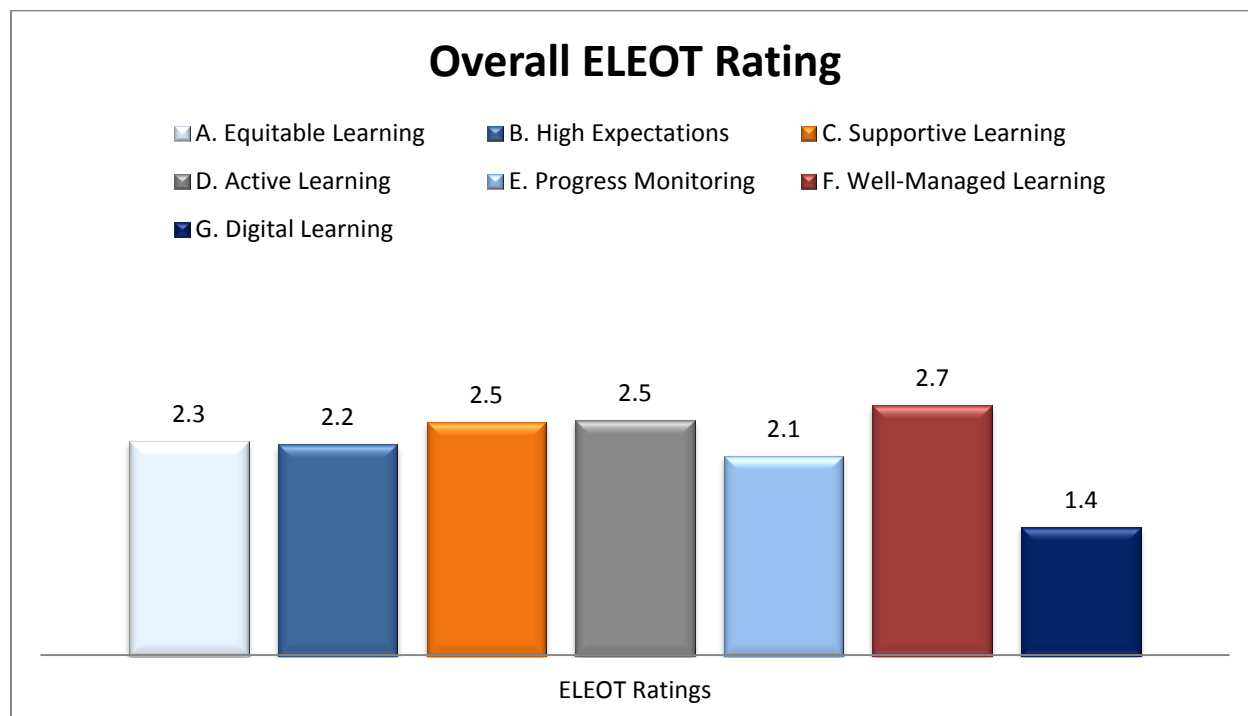
### **Effective Learning Environments Observation Tool (eleot™) Results**

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Every member of the External Review Team is required to be trained and pass a certification exam to use the eleot™ tool for observation. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4-

point scale. During the review, team members conducted eleot™ observations in 30 classrooms.

The following provides the aggregate average score across multiple observations for each of the 7 learning environments included in eleot™.



### **Summary of eleot™ Data**

The classroom observation data reflects a school in transition where there are environments that are stronger than others, with individual indicators within environments that can vary tremendously. Students were well-managed and compliant in the majority of classrooms, but there were very few instances where students were provided differentiated learning opportunities, and even fewer where students were utilizing technology or other digital learning tools to enhance their learning experience. Given the school's stated focus of the "Dynamic Teaching Model", there are elements of the eleot™ that align with the school's core strategies. Below is a plus/delta for each of the environments.

### **Equitable Learning Environment**

#### **Plus**

Observations revealed that students had "equal access to classroom discussions, activities, resources, technology, and support," rated at 2.9 on a 4 point scale. In a significant number of classrooms, equitable access was not an issue. Observations also revealed that students know that "rules and consequences are fair, clear, and consistently applied," also rated at 2.9. There were few major behavior disruptions that teachers had to respond to, but the small corrections that were given to students were typically consistent and equitable.

### **Delta**

Observations revealed that there were limited opportunities for students to have “ongoing opportunities to learn about their own and other’s background/cultures/differences,” rated at 1.5 on a 4 point scale. Only on the rare occasion were students exposed to content connections that reflected and/or celebrated the diverse nature of the student body at the school or the general community.

## **High Expectations Learning Environment**

### **Plus**

The extent to which students “know and strive to meet the high expectations established by the teacher,” rated at 2.7 on a 4 point scale, is evident to some degree. Teachers had rigorous learning targets and agenda tasks posted in nearly every classroom, and the student outputs often, but not always matched the expectation.

### **Delta**

Observations revealed the need to continue to work on providing “exemplars of high quality work,” rated at 1.4 on a 4 point scale. There were very few instances where students were provided work samples that demonstrated expected performance or rubrics that support student self-assessment of their classwork. This is not consistent with the school’s self-assessment of Standard 3.6 that addresses the school instructional process expectations.

## **Supportive Learning Environment**

### **Plus**

Observations demonstrated that students demonstrated a “positive attitude about the classroom and learning,” rated at 2.8 on a 4 point scale. The majority of classrooms had very positive environments where students worked with little push back.

### **Delta**

The extent to which students “are provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs,” rated at a 1.8 on a 4 point scale. This demonstrates that there were few examples of differentiation taking place or a teacher’s ability to adjust instruction on the fly to meet particular student needs.

## **Active Learning Environment**

### **Plus**

Observations revealed that students are “actively engaged in the learning activities,” rated at 2.6 on a 4 point scale. This aligns with and affirms the work that has been achieved through focusing on the Dynamic Teaching Model.

### **Delta**

The extent to which students are provided with opportunities to make “connections from content to real-life experiences,” is not as regular as desired, rated at 2.4 on a 4 point scale. Research demonstrates that making connections between content and real life allows students to actively learn and retain that learning for longer periods of time.



## **Progress Monitoring Learning Environment**

### **Plus**

Students “demonstrated or verbalized understanding of the lesson/content” rated at 2.5 on a 4 point scale. Students were given opportunities to verbalize learning during whole group question and answer activities as well as occasional small group activities. Questions did not always rise to the level of rigor indicated in the learning target, but student learning was monitored.

### **Delta**

Observations revealed that students “understand how her/his work is assessed” only to a limited extent as this component was rated at a 1.8 on a 4 point scale. Feedback is instrumental for student learning and letting students know what is expected in the work and their current level of performance in relation to that expectation can support student learning and growth.

## **Well-Managed Learning Environment**

### **Plus**

Observations revealed multiple components demonstrated an overall well-managed environment, including “Speaks and interacts respectfully with teachers and peers,” as well as “Follows classroom rules and works well with others,” each rated at 3.0 on a 4 point scale.

### **Delta**

The extent to which students collaborate “with other students during student-centered activities” is somewhat limited, rated at 2.0 on a 4 point scale. Students are provided occasional opportunities to work in small groups and pairs, but often that work lacks the structure and expectations necessary for students to know exactly what is expected and how to achieve the desired task in the most efficient manner possible.

## **Digital Learning Environment**

### **Plus**

On a school-wide level, no component rated at a level high enough level for an individual component to be considered a plus, but digging deeper into the individual classroom data shows that there are a handful of classrooms utilizing technology to use “digital tools/technology to gather, evaluate, and/or use information for learning” with 5 out of 30 classrooms showing “evident” use of technology to help monitor student learning through clicker assessment systems.

### **Delta**

Observations revealed minimal technology usage by students. Students rarely used “digital tools/technology to gather, evaluate, and/or use information for learning,” rated at 1.5 on a 4 point scale, used “digital tools/technology to conduct research, solve problems, and/or create original works for learning,” rated at 1.3, or used “digital tools/technology to communicate and work collaboratively for learning,” rated at 1.2. Finding opportunities for students to interact

with technology in a positive and productive manner can support student learning and engagement.

## **FINDINGS OF THE INTERNAL REVIEW TEAM**

### **IMPROVEMENT PRIORITY**

**Indicator: 3.5, 3.9**

#### **Action statement:**

**Adopt policies, practices and the cultural changes that support the district's continuous improvement initiatives. Guarantee these initiatives are effectively being implemented, monitored and evaluated in a systematic process to promote higher student achievement at all levels of the system.**

#### **Rationale:**

While the district has intentionally begun initiatives of continuous improvement efforts to promote practices and cultural changes toward building a district-wide system of student advocacy, the initiatives have not reached all students. Most students do participate in a structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills. However, it is not evident that the district-wide initiatives have been fully implemented, monitored and evaluated at all levels of the system. For example, a student advocacy/mentoring program is in the infancy stages of implementation at the school. The school has tried to address this issue in various ways over the years with limited success.

#### **Supporting Evidence:**

##### Student Performance Data

The school's student performance data does not suggest that current student learning is maximized or reflective of clearly established criteria that align with the content specific knowledge and skills necessary for proficient performance on student accountability assessments.

- While overall accountability performance has improved drastically over that last several years, content-specific EOC accountability scores and gap scores have not had the same degree of success.
- Of particular concern is student performance in Algebra II, Writing, Language Mechanics, and Biology. Each of these areas either dropped as a percentage of proficient/distinguished in 2013-14, shown inconsistent performance, or is significantly behind the state average.

## Classroom Observation Data

### *Supportive Learning Environment*

The extent to which students “are provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs,” rated at 1.8 on a 4 point scale. This demonstrates that there were few examples of differentiation taking place or a teacher’s ability to adjust instruction on the fly to meet particular student needs.

### *Progress Monitoring Learning Environment*

Observations revealed that students “understand how her/his work is assessed” only to a limited extent as this component was rated at a 1.8 on a 4 point scale. Feedback is instrumental for student learning, and letting students know what is expected in the work and their current level of performance in relation to that expectation can support student learning and growth.

## Stakeholder Survey Data

- 40.4% of students agree/strongly agree with the statement, “My school makes sure there is at least one adult who knows me well and shows interest in my education and future,” suggesting that a significantly small percentage of students felt supported in this manner.
- 65.5% of parents agree/strongly agree with the statement, “My child has at least one advocate in the school,” suggesting that a significant percentage of parents are not aware of an advocacy program.
- 62.2% of staff agree/strongly agree with the statement, “In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student’s educational experience,” suggesting that a large percentage of teachers are not involved in advocating for students’ needs.
- When students were asked in Question 17 about “teachers changing their teaching to meet my learning needs” only 25.6% students responded that they agree/strongly agree.

## Stakeholder Interviews and review of documents and artifacts

While the Internal Review Team found a mentoring program schedule, student interviews indicated that the students were not familiar with the program. The school principal indicated that the school had tried various means of addressing this topic over the years without much success. This program was scheduled to begin in January of 2015.

Stakeholder surveys indicated the following: 62.2% of teachers agree/strongly agree with the statement, “In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student’s educational experience.” 40.4% of students agree/strongly agree with the statement, “My school makes sure there is at least one adult who knows me well and shows interest in my education and future.”

According to the principal interview, the sessions would be with the students’ homeroom teachers and would take place during a different period each session. An e-mail message

indicated that teachers should address topics that were previously discussed earlier in the semester. No evidence of clear expectations or agendas for the sessions was found.

**Attachments:**

- 1) Leadership Assessment Addendum

The purpose of this addendum is to provide feedback on progress made in addressing identified Improvement Priorities in the 2012-2013 Diagnostic Review/Leadership Assessment Report for Greenup County Schools.

**Improvement Priority 1: (1.4) Develop policies and procedures which will ensure that leadership at all levels of the system implement a continuous improvement process through the development of a district Strategic Plan that provides clear direction for improving learning, as well as the conditions that support learning.**

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X	X	This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

**School/District evidence:**

- Strategic plan (approved by Board of Education [BOE])
- PIPE (Process Improvement, Performance Excellence) grant materials
- RTI (Response to Intervention) process and voluntary evaluation by KDE
- Stakeholder survey data
- School Improvement Plans
- District 30.60.90 plans
- Superintendent feedback to administrators (30.60.90, monitoring notebooks, walkthroughs)
- Monitoring notebooks
- Agendas for DLT (District Leadership Team) meetings
- Communication (plans, newsletter, social media)
- Surveys
- District data profile (Report Cards)
- District-wide processes

**School/District Rationale:**

Leaders throughout the system implement a continuous improvement process (30.60.90, CSIP [Comprehensive School Improvement Plan], monitoring notebooks) for improving student learning and the conditions that support learning. Data is used to identify goals for the improvement of achievement and instruction that are aligned with the system's purpose. Processes include action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Interventions and strategies are implemented with fidelity and are monitored on a regular basis by district leadership. Continuous improvement efforts are yielding improved student achievement and conditions that support student learning as indicated by student assessment data.

This deficiency has been rated satisfactory as opposed to exemplary due to:

- the need to further refine and communicate district processes
- completion of PIPE grant objectives

Team evidence:

- Strategic Plan (approved by Board of Education [BOE])
- PIPE (Process Improvement, Performance Excellence) grant materials
- District leadership interviews
- School Improvement Plans
- District 30.60.90 plans
- Superintendent feedback to administrators (30.60.90, monitoring notebooks, walk-throughs)
- Monitoring notebooks
- Agendas for DLT (District Leadership Team) meetings
- District Report Card
- District-wide processes
- Superintendent presentation
- Superintendent calendar
- Self-Assessment
- CDIP (Comprehensive District Improvement Plan)
- Review of documents

Team comments:

The district does have a District Strategic Plan that provides direction for improving learning as well as conditions that support learning. The plan could be strengthened by aligning the needs of the current work and the direction of the administration's mission and vision.

**Improvement Priority 2: (3.5) Develop policies, practices and culture that will ensure the creation of a school district that operates as a collaborative learning organization which supports improved instruction and student learning at all levels.**

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X		This deficiency has been addressed satisfactorily.
	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School/District evidence:

- Revised district-wide processes (ILP [Individual Learning Plan], PL [professional learning], RTI [Response to Intervention], PLC [professional learning community])
- Culture assessment for the school scheduled March 26-27, 2015
- Proficient and Distinguished banners for schools
- Musketeer March
- Administrative Retreat (Expectations for principals, visit to Kentucky Christian University to see Greg Coker speak on the book, *Building Cathedrals*)
- Administrative PLC monthly meetings (including PGES [Professional Growth and Effectiveness System] support from KEDC [Kentucky Educational Development Corporation] and book study, *Leading at a Higher Level*)
- PL sessions in curriculum, writing, ACT
- Data analysis work (KASC [Kentucky Association of School Councils], and in-district data work)

- Instructional rounds
- Walkthrough data
- Grade level academies
- United for Your Future ACT Prep
- Leadership networks/cadres (KLA [Kentucky Leadership Academy], ISLN [Instructional Support Leadership Network], content networks at KEDC)
- PL surveys
- Monitoring notebooks (Process)
- District lesson plan criteria
- PL planner
- PL sessions (agendas, minutes, plus/deltas, sign-in sheets)
- Survey results (PL, communication, Student Voice, 360 assessment, 2014 Teacher, Audit, TELL)
- Peer visit checklist
- Communication with principals following site visits (instructional rounds, walkthroughs, monitoring visits)
- District assessment calendar
- Work with ERL (Educational Recovery Leader)

#### School/District Rationale:

All system staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels, content areas, and other system divisions. Staff members have been trained to implement a formal process that promotes discussion about student learning and the conditions that support student learning. Learning, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most system personnel. System personnel indicate that collaboration causes improvement results in instructional practice, system effectiveness, and student performance.

Instructional leadership capacity is developed through scheduled coaching and mentoring sessions that occur in conjunction with instructional rounds, walkthroughs, monitoring visits, cadre participation, and administrative PLCs. Debriefing and written feedback with the superintendent is an integral part of the process to ensure continued growth in instructional leadership. Increased leadership capacity and collaboration are positively impacting district culture. A focused approach to improved culture creates the foundation for school improvement.

#### Team evidence:

- PLC monitoring documents
- PLC monitoring notebooks
- Superintendent's presentation
- Superintendent's interview
- District leaders interview
- Self-assessment
- CDIP
- Review of documents

- Revised district-wide processes (ILP, PL, RTI, PLC)
- Administrative PLC monthly meetings
- PL sessions on curriculum, writing, ACT
- Data analysis work (KASC and in-district data work)
- Grade level academies
- United for Your Future ACT Prep
- PL surveys, planner, sessions
- District lesson plan criteria
- Survey results
- Peer visit checklist
- Communication with principals following site visits (instructional rounds, walkthroughs, monitoring visits)
- District assessment calendar

**Team comments:**

Survey data indicates that 34% of parents feel that their child's teacher collaborates as a team to assist student learning. In addition, staff survey data indicates a seven percentage point decrease (74%) from school year 2012-2013 to 2013-2014 in "Our school's leaders support an innovative and collaborative culture." While the system operates as a collaborative learning organization with developing structures that support improved instruction and learning, the implementation of further policies and established practices by the district would ensure schools operate as a collaborative learning organization. There is not a systematic process in place to monitor and evaluate effectiveness at all levels.

**Improvement Priority 3: (3.7) Develop coaching and induction programs that ensure all staff has the capacity to deliver quality instruction consistent with the system's values and beliefs about teaching and learning.**

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X	X	This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

**School/District evidence:**

- New Teacher Cadre
- Technology Cadre "Techspert"
- MSU (Morehead State University) Reading Project
- PGES
- Site visits and monitoring visits with superintendent feedback
- CSIP coaching
- Peer visit checklist
- PL planner
- Personnel manual
- Teacher academies (grade-level K-3; multi-subject)
- Substitute teacher training/handbook



- Friday Focus
- Data analysis training for teachers
- Grade-level PLC form
- Instructional strategy training during school staff meetings
- Instructional rounds

**School/District Rationale:**

System personnel are engaged in mentoring, coaching, and induction programs that reflect the district's core beliefs and strategic objectives. District administration coaches teachers and provides feedback and guidance to building administrators to help them improve instructional leadership. Monitoring visits and instructional rounds set expectations for all system personnel and include measures of performance. Professional learning initiatives provide content area focus on best practices, increasing student achievement and delivering support to specific teacher needs.

**Team evidence:**

- New Teacher Cadre
- Technology Cadre "Techspert"
- Site visits and monitoring visits with superintendent feedback
- Data analysis training for teachers
- Grade-level PLC evidence
- Instructional strategy training
- Instructional rounds
- Friday focus
- District leader interviews
- Superintendent presentation
- Superintendent interview
- Self-assessment
- CDIP
- Review of documents

**Team comments:**

There is an effective coaching and mentoring process in place that addresses the need to retain teachers to ensure the staff has the capacity to deliver quality instruction consistent with the values and beliefs about teaching and learning.

**Improvement Priority 4: (3.11) Devise and implement with fidelity a continuous and comprehensive program of professional learning for all staff that is aligned with the district's purpose and responsive to staff professional learning needs.**

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X	X	This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

**School/District evidence:**

- PL sessions (formative assessments, student engagement, questioning, rigor, learning targets, Do What's)

- PL surveys (based on data: K-PREP, walkthroughs, monitoring visits, TELL (Teaching, Empowering, Leading and Learning) Survey, 360 assessments)
- Teacher academy offerings
- PL planner
- PL plan (presented to Board of Education)
- Plus/Deltas from PL sessions
- PL hours as reported in CIITS (Continuous Instructional Improvement Technology System) sent to principals monthly
- EILA (Effective Instructional Leadership Act) Hours, sent to administrators regularly
- Work on curriculum, writing, and ACT prep
- Data work with KASC on data analysis
- Collaboration with Carter County math teachers (grades 3-5)
- Revision of district programs (writing, RTI, ILP)
- Collaboration with EKU (Eastern Kentucky University) math initiative
- PL affiliations: KLA, ISLN, Principals Network, NISL (National Institute for School Leadership), DAC (District Assessment Coordinator) cadre, PDC (Professional Development Coordinator) cadre, ELLN (Early Learning Leadership Network), Title I cadre, Superintendent KEDC Board of Directors, KASA (Kentucky Association of School Administrators conference, KSBA (Kentucky School Boards Association) conference, KAAC (Kentucky Association for Academic Competition) conference, KEDC content networks
- MAP process to make instructional decisions/modifications
- DLT meetings (book study on Ken Blanchard's "Leading at a Higher Level", visit to Kentucky Christian University to see Greg Coker speak (*Building Cathedrals*))
- Technology Resource Teacher (TRT) position
- Predictive data (goal setting)

**School/District Rationale:**

All staff members participate in a continuous program of professional learning that is aligned with the system's purpose and direction. Professional learning is based on identified areas of needs improvement, as well as the need to incorporate KDE (Kentucky Department of Education) initiatives. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning by plus/delta feedback and participant surveys.

**Team evidence:**

- Agendas
- Superintendent interview
- District Leaders interviews
- CDIP
- Self-assessment
- Review of documents
- Survey results
- Teacher academy offerings
- PL Planner, plan, materials, resources
- Plus/Deltas from PL sessions

- Work on curriculum, writing, and ACT prep
- Revision of district programs (writing, RTI, ILP)
- Collaboration with ECU math initiative
- MAP process to make instructional decisions/modifications
- DLT meetings

**Team comments:**

A continued and comprehensive program has been established for all staff that is aligned to the district's vision of professional learning. There is a process in place that determines the instructional needs of the system and builds capacity among all staff members.

**Improvement Priority 5: (4.4) Engage the school board, system leaders, and other stakeholders in the development, implementation, and monitoring of a systematic 3-5 year strategic resource management plan. Ensure demonstration of strategic resource management that includes long-range planning in support of the purpose and direction of the system.**

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
X	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

**School/District evidence:**

- Strategic plan
- PIPE grant (Process Improvement, Performance Excellence)
- Resource inventory/effectiveness
- Facilities plan (meeting agendas, sign-in sheets)
- Monthly resource updates to BOE (technology; maintenance; instruction; fiscal; attendance)
- BOE training

**School/District Rationale:**

The system is now refocusing efforts to improve strategic resource management. The district Facilities Plan was updated and approved by the Board of Education (BOE) this winter, with input from varied stakeholders. The PIPE grant will enable the district to better link needs identified through student data analysis with strategic resource planning and allocation. The system has developed a long-range strategic planning process.

District leadership is requesting a sample strategic resource management plan to use as guidance for future improvement.

**Team evidence:**

- Board members interview
- Superintendent interview
- Superintendent presentation
- District leaders interview
- Review of documents
- CDIP

- Self-assessment
- Strategic plan
- PIPE grant (Process Improvement, Performance Excellence)
- Resource inventory/effectiveness
- Facilities plan
- Monthly resource updates to BOE

**Team comments:**

The system has aligned efforts and long range planning through the Process Improvement and Performance Excellence Grant (PIPE) to improve and support the purpose and direction of the system. The grant will specifically address budget development, resource monitoring, employee selection/engagement and strategic planning based on the Baldrige Criteria for Performance Excellence.

**Improvement Priority 6: (5.4) Ensure that the improvement planning process systematically collects, analyzes, and applies learning from multiple data sources to guide all improvement efforts. Develop procedures for monitoring and evaluating the process for analyzing data and using the results to design strategies that improve student learning and success.**

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
X	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

**School/District evidence:**

- Data analysis work
- Work with KASC K-PREP Blueprint
- EOC data analysis at the school, with corresponding action plans
- Goal accountability calculators with goal setting activities/posters
- MAP data analysis, goal setting
- PL Plus/Deltas
- PL surveys
- Monitoring notebooks
- Superintendent monitoring visits, and feedback
- Student surveys (PGES: Student Voice and Self-Assessment)
- CCR Improvements (data analysis spreadsheet)
- SRCs (School Report Cards), MAP Data, ACT Data, ALEKS (Assessment and Learning in Knowledge Spaces), Catch-up Math, Reading Plus, STAR reading and math
- 3-Year trend data
- Enduring skills assessments
- Student scholarship data from spring 2014
- TELL data to inform CDIP
- District-wide processes
- Teacher academy content (based on assessment data analysis and PL surveys)

**School/District Rationale:**

Data drives professional learning and improvement planning in the district. In particular, student achievement data is used to identify gaps in curriculum and instructional ineffectiveness. Professional learning is then planned to address these areas. In addition, teachers provide input into professional learning through a yearly survey. The district monitors implementation of professional learning through key processes (monitoring notebooks, instructional rounds, walkthroughs).

Data analysis also drives goal-setting in the district. All instructional staff has been trained in data analysis through KASC. This training has also led to improved goal setting by each school in the district. Working condition surveys are analyzed yearly, and this data informs short and long term improvement planning.

Through the PIPE initiative, the district will focus on revising its resource allocation process to reduce spending that does not directly relate to improving student achievement.

Team evidence:

- District leadership interviews
- Superintendent interview
- Superintendent presentation
- Review of documents
- Data analysis work
- Self-assessment
- CDIP
- MAP data analysis
- PL Plus/Deltas
- PL surveys
- Monitoring notebooks
- Superintendent monitoring visits, and feedback
- Student surveys
- CCR improvements data analysis
- Enduring skills assessments
- TELL data
- District-wide processes

Team comments:

The system has ensured that the improvement planning process systematically collects, analyzes, and applies learning from multiple data sources to guide all improvement efforts. However, procedures for monitoring and evaluating the process to determine verifiable improvement in student learning including readiness for and success at the next level are not evident.